

School District of Hillsborough County
Evaluation of the Superintendent
Superintendent Self-Evaluation

Circle one:

Interim

Summative

Directions: Use the scale identified for each standard to rate performance. Indicate the rating by placing a \checkmark in the box under the appropriate column. The definition of each rating is found in *Guidelines for the Evaluation of the Superintendent*. Use space associated with each standard, as needed, for specific comments. Use the comments section at the conclusion of the evaluation to summarize areas of strength and areas of improvement.

Standard/Indicators	Scoring Scale				
	Outstanding 5	Above Satisfactory 4	Satisfactory 3	Conditional 2	Unsatisfactory 1
Standard I. Leadership and District Culture This standard stresses the superintendent's performance in leadership through empowering others, visioning, helping shape school culture and climate, understanding multi-cultural and ethnic differences.	X				
1. Facilitate a process to develop and implement a shared vision that focuses on improving student achievement	Comments:				
2. Promote academic rigor that focuses on learning and excellence for schools and students					
3. Create and support a community of learners that empowers others to reach high levels of performance to achieve the district and school missions					
4. Model learning for staff and students					
5. Promote understanding and celebrating school/district/community cultures					
6. Promote and expect a climate of tolerance, acceptance and civility					
7. Develop, implement, promote, and monitor continuous improvement processes					
Standard II. Policy and Governance This standard focuses on the superintendent working with the board to formulate internal and external district policy, defining mutual expectations of performance with the board and demonstrating good school governance to staff, students and the community at large.		X			
8. Understand and articulate the system of public school governance in Florida	Comments:				
9. Keep board informed on issues, needs, and operation of school system					
10. Differentiate between policy making and administrative roles					
11. Appropriately interpret and execute the intent of board policy					
12. Establish procedures for superintendent/board interpersonal and working relationships					
13. Understand and interpret the role of federal, state and regional governments, policies, and politics, and their relationships to local districts and schools					
14. Use legal counsel in governance and procedures to avoid civil and criminal liabilities					
15. Accept responsibility for recommendations made					
16. Receive recommendations for personnel from board members with open mind; make personnel selection using the same criteria for all applicants					
17. Promote timely development and support of board's legislative priorities					

Standard/Indicators

Scoring Scale

Standard III. Communications and Community Relations

This standard emphasizes the skills necessary to establish effective two-way communication not only with students and staff but the community as a whole including beneficial relationships with the media. It also stresses responding to community feedback and building community support for the district.

Outstanding 5	Above Satisfactory 4	Satisfactory 3	Conditional 2	Unsatisfactory 1
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X

18. Develop formal and informal techniques to gain external perceptions of the district

19. Maintain respect and support of community in the course of conducting school district business

20. Demonstrate effective communication skills (written, verbal and non-verbal contexts, formal and informal settings, large and small group and one-on-one environments)

21. Promote involvement of all stakeholders to fully participate in the process of schooling

22. Develop and maintain meaningful, respectful, and cooperative media relationships

23. Participate actively in community life and affairs

24. Work effectively to form partnerships with public and private entities

Comments:

Standard IV. Organizational Management

This standard requires the superintendent to gather and analyze data for decision making and for making recommendations to the board. It stresses the skills necessary to meet internal and external customer expectations and to effectively allocate resources.

Outstanding 5	Above Satisfactory 4	Satisfactory 3	Conditional 2	Unsatisfactory 1
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X

25. Delegate appropriate authority to senior staff, monitoring their follow-through

26. Demonstrate budget management including financial forecasting, planning, cash flow management, account auditing, and monitoring

27. Meet and work collaboratively with the board and appropriate staff to determine priorities for budgeting and for the effective allocation of space and human resources.

28. Develop and monitor long range plans for school and district technology and information systems making informed decisions about computer hardware and software and staff development and training needs

29. Encourage and direct that both internal and external communication continue and improve

Comments:

Standard V. Human Resource Management

This standard requires the superintendent to ensure that there is a staff performance evaluation system in place. It also requires skills in applying ethical, contractual and legal requirements for personnel selection, development, retention, promotion and dismissal.

Outstanding 5	Above Satisfactory 4	Satisfactory 3	Conditional 2	Unsatisfactory 1
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X

30. Treat all personnel fairly and impartially

31. Identify and apply appropriate policies, criteria, and processes for the recruitment, selection, induction, compensation, and separation of personnel with attention to issues of equity and diversity

32. Demonstrate use of system and staff evaluation data for personnel policies, decision making, promotion of career growth, and professional development

33. Maintain employee morale including loyalty to the organization

34. Inspire employees to highest professional standards

Comments:

Standard/Indicators

Scoring Scale

Standard VI. Instructional Leadership

This standard emphasizes the skills required to ensure that the most effective teaching techniques are in place and that all instructional resources are used to maximize student achievement. This standard also centers on applying research and best practices with respect to diversity sensitivities.

Outstanding 5 Above Satisfactory 4 Satisfactory 3 Conditional 2 Unsatisfactory 1

X

Comments:

35. Provide vision and leadership for moving the district forward

36. Apply effective methods of providing, monitoring, evaluating, and reporting student achievement to improve the learning process

37. Establish instructional strategies that include cultural diversity and difference in learning styles

38. Visit school sites and communicate with teachers, students, and staff

39. Support a broad range of academic opportunities for all students such as various staffing patterns, student grouping plans, class scheduling plans, school organizational structures, and facilities design processes for incorporating various teaching strategies and desired student outcomes

40. Analyze available instructional resources and assign them in a cost effective and equitable manner to enhance student outcomes

Standard VII. Curriculum Planning Development

This standard focuses the superintendent's skills in keeping current with the latest designs in curriculum, teaching, learning, and testing theories. It requires the superintendent to recommend the use of electronics and other learning technologies as required.

Outstanding 5 Above Satisfactory 4 Satisfactory 3 Conditional 2 Unsatisfactory 1

X

Comments:

41. Develop core curriculum design and delivery system based on content and assessment standards and best practices

42. Include all stakeholder groups in enhancement and renewal of curriculum to ensure alignment of curriculum, instruction and assessment

43. Encourage and direct that appropriate resources be allocated to board priorities

44. Use data to make informed decisions

Standard VIII. Values and Ethics of Leadership

This standard stresses the understanding and modeling of appropriate value systems, ethics and moral leadership. It also requires the superintendent to exhibit multi-cultural and ethnic understanding and to coordinate with social agencies and human services to help students grow and develop as caring, informed citizens.

Outstanding 5 Above Satisfactory 4 Satisfactory 3 Conditional 2 Unsatisfactory 1

X

Comments:

45. Defend principles and convictions in the face of pressure and special interests

46. Act in accordance with federal and state constitutional provisions, statutory standards, and regulatory applications

47. Manifest a professional code of ethics and demonstrate personal integrity

48. Model accepted moral and ethical standards in all interactions

49. Speak and write in an articulate, compelling manner

50. Demonstrate the ability to make decisions within an ethical context

Standard/Indicators

Scoring Scale

Standard IX. Labor Relations

This standard requires the superintendent to provide technical advice to the board during labor negotiations, and/or to keep the board apprised of negotiations status, to understand and effectively administer negotiated labor contracts, and to keep abreast of legislative change affecting productive bargaining processes.

Outstanding
5Above
Satisfactory
4Satisfactory
3Conditional
2Unsatisfactory
1

X

51. Develop bargaining strategies based upon collective bargaining laws and processes

Comments:

52. Establish productive relationships with bargaining groups while managing contracts effectively

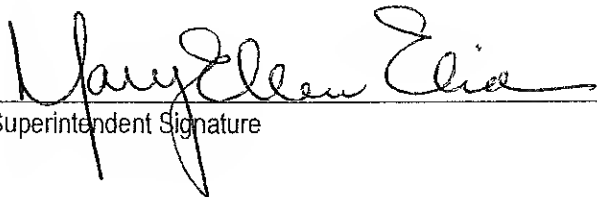
COMMENTS:

Strengths:

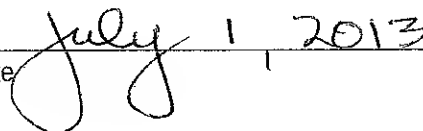
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Areas of Improvement:

See attached


Superintendent Signature

Date


July 1, 2013

Strengths

Student Achievement

- For the first time since the Challenge Index was created, 100% of our regular high schools, as well as Brooks DeBartolo Collegiate Charter High School, were listed on the 2012 *Washington Post* High School Challenge (formerly *Newsweek's* America's Best High Schools). Plant ranked 57th, Hillsborough ranked 62nd, Robinson ranked 67th, and Steinbrenner ranked 99th. Last year, 67% of schools were ranked.
- In 2012, HCPS had the largest number of National Achievement Scholar semifinalists in the state (19, up from 14 the previous year.) In 2012, HCPS had the largest number of National Hispanic Scholars ever (32, up from 28 the previous year.) When those numbers are combined with the number of National Merit Scholar Semifinalists (62, up from 43), it marks the largest combined total ever for HCPS – 113, up from 86.
- The number of students earning Industry Certification continued to rise at a dramatic pace, with 2,433 students earning certification in 2012, up from 1,532 the previous year, and up from 12 in 2008.
- Worked with staff and several student focus groups to identify issues related to out of school suspensions and discipline referrals, specifically for African-American and Hispanic students, especially boys. Developed a program to be implemented in the 2013-2014 school year.

Safety and Wellness

- Within hours of the Sandy Hook Elementary School tragedy, HCPS collaborated with local law enforcement to devote significant resources to school campuses. Worked with the Sheriff's Office collaboratively to compete for federal grant funds to support school security.
- The district continues to work collaboratively with local law enforcement and a national school security expert to bolster campus security as well as improve safety on school buses.
- Continued work on controlled access projects at schools so that by September/October all schools will have controlled access for safety.
- Developed partnership with the American Heart Association to support running clubs at more than 80 elementary schools.

Communications

- The district reached out electronically to parents, educators, and community members seeking input on recommendations for improving services for special education children, and received hundreds of constructive and helpful suggestions and follow up.

Human Resources

- The percentage of first year teachers who returned increased from 86% to 92% at the start of the 2012-2013 school year – largely as a result of the support of mentors under the Empowering Effective Teachers initiative. That increase followed an even more dramatic increase the previous year, from 72% to 86%.
- At a time of rising health insurance costs, the district saw no increases in insurance premiums for employees and continued to offer a free health insurance option.

Financial Management

- Met the requirements of the state's Class Size Amendment, earning \$687,240 for compliance.
- Increased public/private partnerships, working with the community and foundations (Bill & Melinda Gates Foundation, Wallace Foundation, Moffitt Cancer Center, National Geographic, Conn Foundation, Triad Foundation) to offset the cost of implementing innovative programs and initiatives.
- Provided salary increases for employees during 2012-2013 when many districts continued to rely on layoffs and furloughs to balance the budget.

Areas for Improvement

Exceptional Student Education

- I convened a work group to review all district practices regarding the education and care of special education students, as well as safety on school buses, and to make recommendations for improvements. Those recommendations have been reviewed and vetted by the School Board and hundreds of stakeholders. The effort is off to a constructive start and remains a work in progress—many changes will be in place for the 2013-2014 school year.

Board Relations

- In an effort to improve communication and notification, Board members now receive detailed daily updates regarding situations involving our campuses and/or school buses and we continue to streamline this communication.
- Communication is a top priority and I am committed to reaching out to Board members, both to provide information and to seek input.

ELL

- To meet the academic and linguistic needs of English Language Learners, the district is realigning Developmental Language Arts courses and enhancing the recruitment and retention of ESOL resource teachers and bilingual education paraprofessionals.

